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those of other investigators in showing that muscle energy increases almost continually from 9:00 A.M. to at least 3:00 P.M.

Results from primary memory all show a rise from 9:00 A.M. to 11:00 A.M., a drop from 11:00 A.M. to 1:00 P.M., a rise from 1:00 P.M. to 2:00 P.M., and a slight drop from 2:00 P.M. to 3:00 P.M. in some cases, while in others the records from 2:00 P.M. to 3:00 P.M. remain almost stationary [p. 60].

Lastly the author makes a careful review of the experimentations into the influences that the weather may have on a subject's several abilities.

The entire work is enlightening, but not at all exhaustive. In making suggestions for future work in this field he states that "there is need of many more investigations concerning both mental and physical periodicity where the conditions are carefully controlled" (p. 93). Mr. Peaks brings out many significant facts concerning periodicity, but one feels that there is much yet to be done. The monograph is written in a clear, forceful style. It is a distinct contribution to that side of educational psychology which deals with the problem of periodic variations in efficiency, and will act as a milestone in the literature of this subject.

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*World-history revision.*—The Wells history which appeared in 1920 was given such a popular reception that its general nature, if not its content, is now familiar to the majority of school people. This first edition was published in two volumes at a price which was beyond the reach of many who desired to possess it. Many readers will, therefore, be glad to know of a new edition<sup>1</sup> which has been published in a single volume and at a popular price.

The original edition has been carefully revised throughout, due consideration being given to the criticisms which the earlier publication evoked. The form of the material has been somewhat changed. The previous division into books has been abandoned, the story now being arranged in a single series of forty chapters with their sectional subdivisions. The total space has been reduced by some 150 pages. A pronouncing index has also been provided.

Teachers in the upper grades and the junior high schools will find the book an excellent aid both in furnishing supplementary material to present to their classes and in unifying their own background of historical information. In fact, it is the unification of a historical background which receives the major emphasis from Mr. Wells, and which has likewise been emphasized in the recent discussions of history teachers themselves. Speaking of the desirability of thus extending the range of historical ideas, the author says:

If an Englishman, for example, has found the history of England quite enough for his powers of assimilation, then it seems hopeless to expect his sons and daughters to master universal history, if that is to consist of the history of England, plus the history of France, plus the history of Germany, plus the history of Russia, and so on. To which the only possible answer is that universal history is at once something more

<sup>1</sup> H. G. WELLS, *The Outline of History*. New York: Macmillan Co., 1921 [revised]. Pp. xxi+1171. \$5.00.

and something less than the aggregate of the national histories to which we are accustomed, that it must be approached in a different spirit and dealt with in a different manner. This book seeks to justify that answer. It has been written primarily to show that history as one whole is amenable to a more broad and comprehensive handling than is the history of special nations and periods, a broader handling that will bring it within the normal limitations of time and energy set to the reading and education of an ordinary citizen [pp. v-vi].

The average elementary and junior high school teachers will doubtless receive greater help from such a popular treatment as this book presents than from many of the more technical and scholarly treatises.

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*Education in Alaska.*—The American people are prone to think of Alaska in terms of snow fields and gold mines, scarcely giving any thought to the educational growth and civic development of her citizens. This laissez faire attitude by the American people is in a great measure responsible for the neglect by our government to promote education in Alaska until a very recent date. The current report<sup>1</sup> by L. D. Henderson, commissioner of education for Alaska, gives a very interesting and comprehensive account of the educational achievements now being made in our northwest territory. The report is introduced by an interesting historical setting, tracing the growth of education through the five distinct periods: Russian control, governmental neglect, co-operative effort between government and various religious denominations, local control and establishment of schools for white children, and finally, the legislative act of 1917, granting the people of Alaska the right to control their own schools.

Although educational supervision and administration in Alaska is carried on under the most extreme difficulties, due to the climate and heterogeneity of the population, yet the rapid progress made during the last few years is highly exemplary. The efficiency of the Alaskan schools is clearly illustrated by the data showing that in almost every instance the children of Alaska scored above the average in the various school tests, and further by the fact that a number of the secondary schools have been accredited by the University of Washington.

The report is detailed and comprehensive, dealing clearly with every phase of education. The statistics and tables are simple and practically arranged and are of great value in studying the classification and organization of Alaskan schools.

The report is well worth consideration by educational readers.

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*The health of school children.*—Numerous agencies are at present engaged in specialized efforts to improve the general health situation in this country and to instruct individuals, especially young people, in matters pertaining to the care of one's health. Particularly pronounced is the attention being

<sup>1</sup> *Report of the Commissioner of Education for 1918-1920, Territory of Alaska.* Juneau, Alaska: *Juneau Daily Capital*, 1921. Pp. 96.